

Open Textbook Network



Mapping Your Open Textbook Authoring Path

Karen Lauritsen



Authoring Open Textbooks

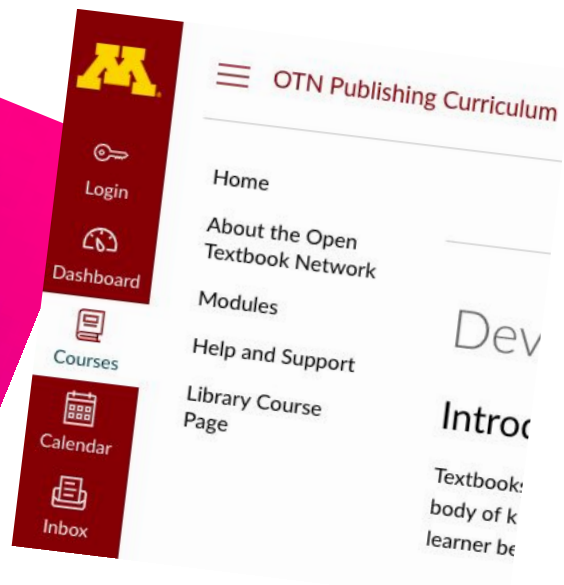


Melissa Falldin
Karen Lauritsen



Modifying an Open Textbook: What You Need to Know

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Amy Hofer
Annie Johnson
Kathleen Labadorf
Karen Lauritsen
Peter Potter
Richard Saunders
Anita Walz





Hello!

How many of you are:

- A. Getting ready to start writing
- B. Have started writing - early days
- C. More or less midway
- D. Wrapping up a draft



Our Time Together

| | |
|-------------------|---|
| Vision | What experience do you want students to have? |
| Chapters | How do you want to structure your chapters? |
| Team | Who can you turn to for support? |
| Tools | Pressbooks and other tools. |
| Next Steps | How to keep moving forward... |

With a person sitting next to you:

- Introduce yourselves: name, discipline, institution
- Describe your open textbook project
- Switch

Fundamentals

What we're talking about today

Open Textbook Library

1. All content must be openly licensed to allow for adaptation.
2. Must be a textbook available as a complete portable file.
3. Must be in use at multiple higher education institutions, or affiliated with a higher education institution, scholarly society, or professional organization.
4. Must be an original textbook (not a derivative of another textbook).

Vision



My Vision

- Inspire students to care about native plants and their benefits
- Coordinate each chapter with a week of instruction
- Prepare students for next level course
- Integrate quiz questions at end of each chapter
- Provide glossary of Latin plant names
- Build assignments that coordinate with local pollinator programs



Handout: Mapping Your Path Forward

What is your textbook vision?

Jot down ideas and notes

(10 minutes)

Chapters



Structuring content in your open textbook



Openers

- overviews (previews)
- introductions
- learning goals / objectives / outcomes / competences / skills
- outlines (text, bullets or graphics)
- focus questions (knowledge and comprehension questions)
- case problem
- "special features" e.g. vignettes, photos, quotations...



Closers

- conclusions and summaries (may include diagrams)
- list of definitions
- reference boxes (e.g. computer instructions)
- review questions
- self-assessment (usually simple quizzes)
- small exercises
- substantial exercises and problem cases
- fill-in tables (for "learning-in-action" books) to prepare a real world task
- ideas for projects (academic or real world)
- bibliographies and links (that can be annotated)



Everything in the Middle

- emphasis (bold face) of words
- marginalia that summarize paragraphs
- lists that highlight main points
- summary tables and graphics
- cross-references that link backwards (or sometimes forwards) to important concepts
- markers to identify embedded subjects (e.g. an "external" term used and that needs explanation)
- study and review questions... and more!

My Chapters

Openers

- Start each chapter with inspiring photo
- Learning goals
- Summary snapshot of what will be covered

Throughout

- Case studies of native gardens, before and after
- Planting instructions
- Use bold for Latin names
- Graphs to show impact of native plants on pollinators

Closers

- Assessment quiz
- Connecting to action activity
- Additional reading



Handouts



Mapping Your Path Forward & Textbook Elements

How might you structure your chapters?

—

Jot down ideas and notes

(10 minutes)

What Does the Professor Want? Understanding the Assignment

Amy Guptill

Learning Objectives

- Understand assignment parameters
- Understand the rhetorical situation

Writing for whom? Writing for what?

Writing for whom? Writing for what?
The first principle of good communication is knowing your audience where writing papers for class gets kind of weird. As Peter Elbow

When you write for a teacher you are usually swimming the stream of natural communication. The natural direction of communication is to explain what you understand to someone who doesn't understand it. But in writing an essay for a teacher the task is usually to explain what you are still engaged in understanding to someone who understands it better.

Student Advice

Don't be scared whenever you are given an assignment. Professors know what it was like to be in college and write all kinds of papers. They aren't trying to make your lives difficult, but it is their jobs to make us think and ponder about many things. Take your time and enjoy the paper. Make sure you answer the question being asked rather than rant on about something that is irrelevant to the prompt. — Timothée Pizarro

Another basic tenet of good communication is clarifying the purpose of the communication and letting that purpose shape your decisions. Your professor wants to see you work through complex ideas and deepen your knowledge through the process of producing the paper. Each assignment—be it an argumentative paper, reaction paper, reflective paper, lab report, discussion question, blog post, essay exam, project proposal, or what have you—is ultimately about your learning. To succeed with writing assignments (and benefit from them) you first have to understand their learning-related purposes. As you write for the hypothetical audience of peer junior scholars, you're demonstrating to your professor how far you've gotten in analyzing your topic.

44 Oregon Writes Open Writing Text

1

Thesis: preventative medicine saves money, reduces suffering, and saves lives.

2

Reason 1: Preventative medicine saves money.

3

Reason 2: Preventative medicine reduces suffering.

4

Reason 3: Preventative medicine saves lives.

5

*"I've shown that preventative medicine is important."
"Medical advances will continue to be made."*

ure 3.1

So you've formed (or have begun to form) your vision and chapter ideas.

Using your vision and chapter ideas,
try blurbing your own book.

Blurb Prompts

- Who is the book for?
- What does your book do well?
- How is your book different from others?
- What would be the ultimate compliment?

California Gardening 101

This book is an enthusiastic and accessible introduction to gardening with California native plants. Novice gardeners will appreciate the textbook's structure, which includes planting instructions, popular pairings and pollinator summaries. Plus the photos are spectacular!

Handout (White Space)

—

Textbook Elements

How might you blurb your book?

—

Jot down a first draft

(10 minutes)

Blurb Prompts

- Who is the book for?
- What does your book do well?
- How is your book different from others?
- What would be the ultimate compliment?

Turn to the (same) person next to
you and share your blurb

(5 minutes)

Has how you talk about your
textbook changed since your intro?

Team





Who can help you?

Think in terms of what needs to be done at each stage.

Creation and writing: Can someone help you find openly licensed images?
Select pedagogical elements? Build in accessibility from the beginning?

Peer review: Is there a colleague or someone in a scholarly society who would offer feedback?

Editing, design and production: Are their services available or will you need to find them and use your funding?



Who can help you?

Open Oregon Educational Resources

ABOUT CALENDAR RESOURCES **FAQ** GRANTS Z-DEGREE CONTACT

Open Oregon Educational Resources » OER FAQ » Help » Campus-Specific Help

Campus-Specific Help

Related DIYs

General Contact Info

Site map Start over

There are some questions that can only be answered by someone at your own institution. Here are a few examples of topics to seek local help with:

- Faculty contracts, who owns work that you create
- Getting your no-cost/low-cost course designated in the course schedule
- Availability of library resources as course materials
- Accommodations for students with disabilities

If you need local help, use the table below to find out who to contact.

| Institution | Point person's name | Contact info | Relevant campus guide/webpage |
|----------------------------------|---------------------|-------------------|---|
| Blue Mountain Community College | Bruce Kauss | BKauss@bluecc.edu | http://libguides.bluecc.edu/OER |
| Central Oregon Community College | Tamara Marnell | tmarnell@cocc.edu | http://guides.cocc.edu/oeer/ |

faq.openoregon.org/campus-specific-help

Tools





What can help you?

Think in terms of what needs to be done at each stage.

Creation and writing: Lecture notes, slides, images, tables, other stuff that you may assemble to create your open textbook. Keep a spreadsheet of openly licensed images. A writing platform that is conducive to collaboration.

Publishing and storage: Pressbooks, or another publishing platform. Institutional repository (library).

Editing, design and production: Freelance professionals. Graduate students.

What do you already have?

lecture notes, drafts, slides — all the things that you may assemble and use to make your open textbook. Where are they? May be both digital and print.

Tools



Pressbooks



Webbook Homepage

Each book has a unique web address. Books can have different structures, themes, licenses & permissions. Each book's homepage includes:

1. Title, author, description, license
2. Cover image
3. Download options
4. Table of contents
5. Additional book info/metadata [not shown]

Potential of PressbooksEDU, Open Education Week Webinar for eCampusOntario by Steel Wagstaff (CCBY)

The screenshot displays the webbook homepage for 'Principles of Social Psychology – 1st International Edition' by Dr. Charles Stangor, Dr. Hammond Tarry, and Dr. Rajiv Jhangiani. The page features a dark theme with a book cover image at the top right. A red circle with the number '1' highlights the title and author information. A red circle with the number '2' highlights the book cover image. A red circle with the number '3' highlights the 'Download this book' button, which has a dropdown menu showing options: EPUB3, EPUB, Digital PDF, Print PDF, and MOBI. A red circle with the number '4' highlights the 'CONTENTS' section, which includes a 'SHOW ALL CONTENTS' button and a list of chapters with expand/collapse icons (+/-).

Principles of Social Psychology – 1st International Edition

Dr. Charles Stangor, Dr. Hammond Tarry, and Dr. Rajiv Jhangiani

Helping students organize their thinking about social psychology at a conceptual level.

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CONTENTS

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- Acknowledgments
- Acknowledgements: eCampusOntario
- Preface
- 1. Introducing Social Psychology
- 2. Social Cognition
- 3. The Self
- 4. Attitudes, Behavior, and Persuasion
- 5. Perceiving Others
- 6. Influencing and Conforming

AT RIGHT: Pressbooks uses a standard WordPress visual/text HTML editor. Editing text & inserting media is as easy as using a word processor.

Several collaborators can work together on the same book with different roles & permissions (admin, editor, author, etc.)

Edit Chapter
Add New

[← Edit Previous \(Chapter\)](#)
[Edit Next \(Chapter\) →](#)

Spinning Wheel

Permalink: <https://wisc.pb.unizin.org/mthoreb/chapter/spinning-wheel-2/> Edit


Add Media
Add H5P

Visual
Text

Paragraph B I [List Icons] [Link Icon] [Table Icon]

Formats Textboxes U ABC - [Align Icons] [Font Color Icon] [Background Color Icon] [Image Icon] [Link Icon] [Unlink Icon] [Indent Icon] [Outdent Icon] [Undo Icon] [Redo Icon]

[Grid Icon] FN [Bulleted List Icon] [Numbered List Icon] [Decrease Indent Icon] x²



Spinning Wheel

Norwegian
 Maker unknown, c.1840
 Wood, metal
 Little Norway Collection, Gift of Scott & Jennifer
 Winner
 MHAHS 2014.050.0081

Spinning wheels were vital, if ordinary, objects that a family often brought from Norway to America. Spinning thread to make yarn was an important way that women contributed to family life during early immigrant days. Like the mangle board on display, these items were utilitarian. But by adding traditional Norwegian motifs and decorations, like the acanthus leaf carving seen here, another level of meaning is bestowed on these pieces that would become heirlooms for Norwegian-American families. Of unknown origin, this spinning wheel was acquired by Little Norway creator Isaak Dahle and displayed in the museum's Norway Building for more than 80 years.

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EXTENDING PRESSBOOKS

Ideas for “going beyond print”

1. Add multimedia
2. Add math & formulae
[LaTeX]
3. Add social annotation
[Hypothesis]
4. Add interactive elements
[TablePress + H5P]

CLONING

Any public, **openly licensed book** can now be quickly & easily **cloned** from **one Pressbooks network to another.**

Learn More or Get Help

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4. Follow our release plans: <https://github.com/orgs/pressbooks/projects>
5. Follow our EDU blog: <https://pressbooks.education/news/>
6. Request an account: <https://openlibrary.ecampusontario.ca/create> [eCampus Ontario users only]
7. Email support: ecampusupport@pressbooks.com [eCampus Ontario users only]

Continuing
on Your Path





Today's Resources

z.umn.edu/textbook-map

- Slides
- Resources Folder
 - Author Intake: Questions and prompts to consider
 - Short list of open textbook authoring and publishing guides
 - Textbook Elements: List of openers, closers and pedagogical devices
 - Mapping a Path worksheet
 - "Potential of Pressbooks" Slides
- faq.openoregon.org/campus-specific-help

Thanks! Email me
once you've
finished re: OTL

Karen Lauritsen
klaurits@umn.edu

